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JOURNAL OF EDUCATION

NOVEMBER 20, 1933

What I Look for in a Teacher
GEORGE E. DILLE

Resawing the School Log—*into 7-3-4*
WILLIAM C. BRUNING

An Adventure in Health Teaching
ELLA B. BABSON

Professional Get-Togethers
W. J. KLOPP

The Problem Box
AUGUSTUS O. THOMAS

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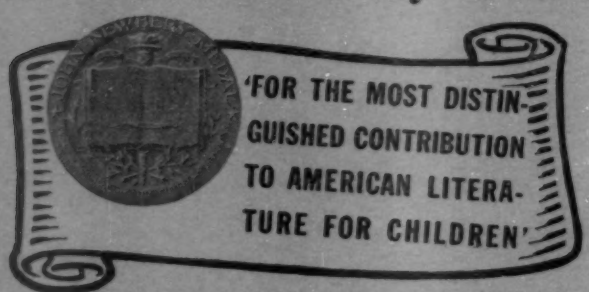

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The Editors Say...

A live-wire principal of a junior high school told us, the other day, that he unwraps his Journal of Education more eagerly than ever, now that Dr. Thomas's department is included. "The problems Dr. Thomas takes up are exactly **my** problems. It helps me a great deal to know how a man of his wisdom and experience looks at them."

The same schoolman went on to say that he makes full use of the two copies of this Journal which come to his school. He places one of them on the teachers' reading table. The other he reads personally; then cuts out certain articles to be posted on the teachers' bulletin board.

The way to be doubly sure that Dr. Thomas hits upon **your** problems, is to send them to him, as others are already doing.

•

From Practical Angles

Leading articles in this issue were written by a city superintendent, an assistant principal of a large junior high school, a county superintendent, a teacher and a supervisor of secondary schools. Yes, as has been remarked before, the Journal of Education is the "practical educator's favorite forum."

•

If you believe that five or ten or twenty subscriptions to the Journal of Education, skillfully scattered among your principals, schools or school board members, would make for better instruction, better harmony, better morale, or better functioning all around—write us your need and we will do what we can to meet it at a price you can afford to pay.

•

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Only about three weeks remain before the curtain drops on that Short Story competition. Still time, however, for you to write and submit the winning tale. Limit of length is 1500 words. Closing date, December 15. Story should deal with school characters or situations, and may convey some pedagogical truth, if not "rubbed in." The prizes are seven in number; highest $25. Bring on the stories!

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ANSON W. BELDING, *Editor*
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What I Look for in a Teacher

By GEORGE E. DILLE
Superintendent
Chillicothe, Missouri

No elaborate system of measurements is here proposed, but a simple triangle of qualities, each essential to true success.

THERE are at least three things that a teacher should be able to do if she expects to fulfill the desires of a wide-awake and intelligent community. She must possess knowledge; she must achieve, by bringing about immediate results in the progress of her pupils; and she must inspire.

There are many kinds of knowledge which a good teacher should possess. There is the knowledge of the community's wholesome standards of conduct. This knowledge can best be acquired by living in the community and by participating in wholesome community activities. The teacher as a leader of children must know and uphold these community standards, for in the majority of cases they will be highly ethical. If the standards of the teacher are not up to par with those of her community, she will be of little service to the community as a leader or teacher of its children.

The teacher is also expected to know something about the nature of children—the boys and girls—the future young men and women, who are entrusted to her guidance day after day, week after week, and month after month. Many of the common errors made by teachers in general are blunders which have crept in because of a lack of understanding of the nature of children. One who is licensed to teach children must have knowledge of child psychology. In order to thoroughly understand children she must have a genuine love for childhood; she must love to associate with little ones if she is to be their teacher; she must not feign interest but she must actually *be* interested in the things in which *they* are interested. Here is a note which a genuine teacher of little children sent home to a mother:—

"I thank you for lending me your little child today. All the years of love and care and training you have given him have stood him in good stead in his work and in his play. I send him home to you tonight, I hope, a little taller, a little stronger, a little freer, a little nearer his goal. Lend him to me again tomorrow, I pray you. In my care of him I shall show my gratitude."

Just think how thrillled the mother must have been who received that note! This understanding of childhood is an invaluable quality indeed, and no teacher can be a genuine success without it; however, there are still other things which the community expects the teacher to know.

A teacher must thoroughly know her subject matter, even though we usually admit that teaching children is far more important than teaching subject matter. A teacher must teach both. If she has been employed to teach beginning reading she must have mastered some accepted modern method of teaching reading to beginners; if she is to teach history she must know all of the great movements in history and many of the historical facts pertaining to each phase of history which she is expected to teach; if she is to teach mathematics she must know how to apply certain mathematical formulas in solving problems, or else it would be next to professional suicide for her to appear daily before her thirty or more bright youngsters attempting to play the role of a mathematics instructor. And all teachers in the entire school system, whether they teach in the kindergarten or college, are expected to use and to encourage the use of good English, both spoken and written. These are some of the things which the community expects the teacher to know.

•

But these are not enough. There have been teachers in the past; there are teachers now; and I judge there will yet be more in our profession who know all these things, but who fail to satisfy the demands of a modern

community. The teacher must *do;* she must accomplish; she must achieve. She must plan and execute her work with a purpose in order that her pupils may make satisfactory progress. If only a *few* of her pupils mark time, the loss may be charged up to the weaknesses of those individuals; if *many* of her pupils mark time the community will rightfully suspect something wrong with the teacher. Education today is entirely too expensive for us to allow masses of children to merely mark time. The community expects the majority of a teacher's thirty or forty children to show some signs of immediate progress in knowledge of subject matter as evidenced by objective tests given after a reasonable period of time, or else the teacher may be considered a failure.

•

The teacher may *know* and *do,* and then fail to be a complete success unless she possess one other quality—a quality which is rare indeed. To be a complete success she must *inspire* her pupils. A genuine teacher *does* inspire. All of us are led to do our very utmost through inspiration. I well remember when I was a boy in the upper grades of a village school thirty years ago. There was no state course of study for rural and village schools as we have today. Music and drawing were unheard of as a part of the regular work of the school. Children were punished for attempting to sketch pencil pictures of their classmates. In those days I used to borrow that huge Rand, McNally geography from some of the "big girls" and use it as a camouflage to hide my crude pencil cartoons from the ever-searching eyes of a wide-awake teacher. A new teacher—Miss Trew, by name—caught me in the act one day while I was sketching a picture of her. I feared that I would be punished, but, to my utter surprise, she seemed pleased, and from that time on she allowed me a little spare time each day for drawing, under her own supervision. When she went to the county seat, she brought me a box of water colors—the first I had ever seen. She helped me to draw and color a cluster of fruit on a large piece of paper. My mother framed the picture. This gave me my first real thrill in school, and I owe it all to that teacher. I would have done anything she asked within reason. What a glorious place school would be if all teachers had the ability to inspire every boy and girl as that teacher inspired me!

"One who is licensed to teach children must have knowledge of child psychology. In order to thoroughly understand children she must have a genuine love for childhood; she must love to associate with little ones if she is to be their teacher; she must not feign interest, but she must actually be interested in the things in which they are interested."

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The community expects the teacher to teach children not only to be able to do their assignments in mathematics, but also to love to tackle and solve a difficult problem wherever found; not only to be able to read rapidly and with understanding, but to appreciate and love good literature; not only to be able to sing or play a musical instrument, but to appreciate and love good wholesome music; not only to know how to draw simple sketches, but to appreciate the beautiful in all the walks of life; not only to be familiar with important historical events, but to appreciate and love the great characters in history who have nobly striven to make the world what it is today. It is true that most of us feel that for the past four years the world has been passing between a Scylla and Charybdis of social unrest and economic paralysis, but nevertheless, the men and women who live in history have left us many wholesome and worthwhile ideals which cannot help but enrich our lives. An intelligent community expects the teacher to inspire its children to reach out for the nobler and better things of life.

There is no doubt in my mind that Sarah W. Middleton, the author of this little poem, was inspired by the teacher whom she describes, when she says:—

"She was a teacher
Very many years,"
He said to me.
"And if she wearied
Of the daily grind,
We never knew,
For she kept smiling
As school teachers do.

"And I cannot recall
Just what she taught,
Nor what her methods were
That brought
Achievement to us
In that school of yore.

"It has been long—
Those days are far behind;
Dim is her face,
Nor do I know
The color of her eyes, her hair,
Nor whether she was plain
Or passing fair,
And though she stood each morning
At the door,
I cannot recollect
A single dress she wore.

"But one thing lives—
A memory as radiant
As the Sirius star
That hangs beneath Orion
On the wall of space,
And takes its shining way
Across the winter sky—
A silver thread
That will forevermore
In its pattern trace
Upon the scroll of years
As they unwind—
The one thing I remember—
She was kind."

A teacher must possess knowledge; she must achieve; and she must inspire her pupils. If she has these qualities in the superlative degree, she is a jewel in humanity's diadem, and should be honored and respected as one of the community's most precious investments.

Re-Sawing the School Log

INTO LENGTHS OF SEVEN, THREE AND FOUR

By WILLIAM C. BRUNING, Ph. D.
Assistant Principal
Creston Junior High School
New York City

In this imaginary radio talk, introduced by Principal Frederick J. Reilly, a radical regrouping of school years is proposed.

HELLO, everybody interested in school administration!

This is Fred Reilly, talking from New York. My purpose is simply to introduce my colleague, Dr. Bruning, who, as far as I know, has never been on the air before.

He has a very innocent-looking little plan for reorganizing our whole system of schools from the elementary through the the post graduate. I admit I am not completely solid on this plan myself. At least not yet. But I have been discussing all kinds of educational problems with this man day in and day out for about ten years, and I know that he generally knows what he is talking about.

We have in our profession a good many sharpshooters who seem to be always primed and cocked to fire a shot at any scheme that does not click with their previous condition of servitude.

I would warn these gentlemen to go slowly in attacking Dr. Bruning's plan. I suggest that they read it through, and then put it aside for a few days. Then read it again, forward and backward —or start in the middle and work toward both ends, and try to read between the lines. There is as much implied as there is expressed in this brief statement. By doing so they may avoid the unpleasant experience of butting their heads against some solid facts, or finding themselves impaled on the horns of a dilemma.

That's all I have to say. Here, Dr. Bruning, take the "mike"! Ladies and gentlemen:

It must be quite obvious to one who has any concern for school administration, that we must begin to think about reorganizing our present system to meet the burdens that will increasingly be put upon it.

Some thirty years ago Dr. Nicholas Murray Butler foresaw and described "the lengthening period of infancy." Today several factors that had not then risen over the horizon have come to intensify the situation that he predicted.

Let us consider briefly some of the outstanding factors today:—

1. The increasing pressure of organized labor to lengthen the compulsory school age, in order to keep young people out of competition with adults. Whether we like it or not they will come pretty near to dictating terms in that matter.
2. The generally accepted idea that the community owes every child at least a high school education no matter what kind of ability he has, if any.
3. The increased mechanization of industry, which every day is creating new problems that will be turned over to us to solve.
4. The National Industrial Recovery Administration which has already practically abolished child labor and will probably continue to force into school increasing numbers of young people.
5. Increasing leisure time, calling for progressively larger measures of education not only for vocations, but for avocations as well.
6. Increasing specialization in industry, commerce, and professions, calling for extended professional (post graduate) school training.

The educational budgets resulting from all these tendencies will be enormous. It behooves us to look ahead and try to work out a plan that will not make the burden on the taxpayers overwhelming. The plan I propose is for New York City specifically, and for cities of 1,000,000 or more population. How it would apply in other places, is not for me to say.

•

We have in this city more than 300 8B schools, based on the 8-4 theory. We have also nearly 200 6B schools, based on the 6-3-3 plan. And we don't seem to be getting anywhere. Why?

The reason, I think, is because there are good arguments for and valid reasons against both plans.

Now let us try going back thirty years to the seven-year elementary school, and see if you have not something that is more than a compromise. To my mind it is the answer to the objections on both sides.

Now, starting from that point let us have:—

1. Elementary School 1—7 school year.
2. High School 8—10 school year.
3. Junior College 11—14 school year (freshman — sophomore).
   Senior College 15—16 school year (junior—senior).
4. Professional schools 15—18 school year (medicine, law, engineering, education).

Under the head of the Elementary School let us consider some

of the arguments in favor of the seven-year school:—

(a) Many have thought and said all along that the eighth year should never have been added.

(b) Many teachers and parents object to sending their 7A children to the Junior High School because they are too young. That objection would not hold with 8A pupils.

(c) For bright pupils rapid advance classes in 6A—6B, 7A—7B might save six months or a year.

Under the head of the High School it may not be so obvious in the case of girls who mature earlier, but the boys are painfully young until they reach the eighth year of school. The eighth, ninth, and tenth years present a more homogeneous group than one that starts with the seventh year. More vital work in guidance can be done with such a group. For bright pupils, rapid advance classes might save six months or a year.

As a matter of economy, we shall have ninth year and tenth year pupils taught by teachers on junior high school salaries, which would be somewhere between elementary and present high school schedules.

The high school would now be a "neighborhood school" and would relieve the city of the problem of transportation for over one hundred fifty thousand ninth and tenth year pupils, most of whom now travel great distances and clog traffic at certain hours of the day.

These neighborhood high schools would be specialized as academic, commercial, and industrial, saving on duplication of expensive equipment, but allowing for ready interchange of pupils from one to another as recommended by guidance counselor.

In the Junior College, in the same way, a more homogeneous group would be found in the 11—14 year than in the present four years of the traditional Senior High School (9—12).

In the matter of economy also we should have freshmen and sophomores taught at high school salaries, or something only slightly higher. For those who elect to finish the arts course the junior and senior years would be available as now.

The prevailing requirement for professional training is two years of college work. This we have provided, and at a great saving to the city. Professional training can be provided for those measuring up to a proper standard of character and mentality.

Fees may be charged in Senior College and Professional Schools to cover cost of tuition.

This, of course, is merely an outline, presented for discussion. If enough interest is shown I shall be glad to submit later some figures on total registers by years, median salaries paid, and estimates of savings to be effected.

The point to be borne in mind, however, is that this scheme is offered not merely as an economy measure, in the sense of saving money on salaries, but as economy in its original meaning of better management of our household.

I thank you!

Integrating, Not *Integrated*

By ARTHUR F. COREY
Assistant Superintendent
Orange County, California

THE word "integration" has a definite psychological meaning. If educators are to lay claim to a psychological basis for their theory and practice they should use their terminology definitely and never in a loose sense. Integration is a process and not a condition. This word refers to an organism and its neural functioning. The nervous system of a child may be integrated, but a program of school activities can never be so except in a bare mathematical sense. The program must be considered the integrating agent and not the thing integrated. The integrating process is always centred in the child.

The widely accepted phrase "integrated program" implies emphasis upon the machinery of education. It retains the suggestion of the importance of the perfect "program" as a nostrum for all educational evils. The host of educators who are championing this phrase could not be accused of any such false philosophy; but the teacher who is in need of leadership is often misunderstanding and misapplying integration by working on her program instead of with her children. Subject matter and method are not to be forgotten, but they are not the points upon which emphasis should be concentrated.

It seems astounding that twenty years after John Dewey wrote "Democracy and Education" teachers should still need to be reminded that schools are operated for the benefit of the children. Society must pay more attention to its children. The chief differences between many American schools of today and a generation ago are that they have more pupils and bigger buildings. They teach the same things in the same way. Emphasis must be transferred to the child, for only in him can educational advances be made.

The term "Integrating Program" compels the ideals of progress, change and development, and pushes the emphasis to the child.

An Adventure in Health Teaching

By ELLA BAILEY BABSON
Rockport, Massachusetts

A four-fold investigation by boys of a junior high school awakened a lively interest and yielded results beyond anticipation.

OUR junior high school boys rebelled at being asked to help in the observance of health week by taking part in a pageant. "Silly thing! Let the girls do that!" So we did.

The school nurse had received from the state board of health several sets of questions concerning matters of health and healthful conditions along many lines of public welfare. Here was just the material for work in an untried field. We determined to start these boys upon such work. We could undertake only a few projects and chose the inspection of a schoolbuilding, a dairy farm, a provision store, and a confectioner's because these pertain to everyday life in any community. Tuesdays and Thursdays the boys have a club period while the girls take athletics, and we used that time for our experiment, which was to run through more weeks than we could then foresee.

I revised the questionnaires to meet the abilities of these embryo investigators whom we divided into groups of five each. Pupils in the typewriting classes made copies, leaving ample space for replies, notes, and suggestions. The next step was to assemble the "committees of five" and explain the work to be done, as well as how to go about it. I tried to have the groups evenly matched by putting into each, one keenly observant boy, one quite indifferent, and three of average ability. When all was ready I gave to every boy his questionnaire, a pencil, and a fountain pen. Thus equipped, they fared forth, if not like knights of old at least with as worthy a spirit. I had talked with each teacher, janitor, or proprietor that the boys were to meet, and they were received with attention and cooperation beyond my hopes.

For the schoolbuilding investigations I made three groups. One was to inspect the classrooms. They counted the pupils and the windows; noted the system of ventilation; found out how many cubic feet of air were admitted hourly; and if this amount were sufficient for the number of pupils. In the same way they studied the lighting. How much light was admitted through windows? Were they clean? On which side of the desks? What type of window shade? How many electric lights? How far above the pupils' heads? Cleanliness was given due attention. Was the crayon dustless, hard or soft? Were the boards cleaned daily? How often were the floors oiled? Were the pupils' desks in order and did they keep the floor free from bits of paper and pencil sharpenings?

Two other groups made equally careful surveys of the corridors, cloakrooms, and toilets. Were pupils careful in their use of these places? Were there candy wrappings or litter of any sort on the floors? Was the floor wet near the sinks and bubblers? What was the ratio of sinks and bubblers to pupils? What type of bubblers was used? How often were the toilets scrubbed and scalded? Equally pertinent and within youthful comprehension were the questions and suggestions about the dairy-farm, the confectioner, and the provision store.

The six groups went out at the same time. There was no case of delay in returning, nor of disorder at any of the places visited. Their notes were made with an intelligence that surprised us who sponsored the activity. They asked for information not suggested by the questionnaires and in many ways proved themselves not only worthy of our trust but equal to the tasks assigned.

Quite in luck were the groups that we sent to the farm and stores, for they returned with bottles of milk, or pockets generously supplied with "healthful candies" and various other dainties. However, they showed the right spirit and shared with the schoolbuilding investigators.

It has seldom been my lot to see such eagerness in composition work as those boys exhibited when preparing their reports. Each group worked as a unit, making a composite report. "You write it, John, because you are always A in writing." "I will, if you fellows tell me what to say." "Bill, you're the best there." "What's the way to begin?" So ran the talk, yet work ran with it, hand in hand. At no time did one group disturb another, or even seem conscious of its presence. There was a constant "run on the bank" for information and, but for timely aid from the school nurse, who had suggested this work and given me the questionnaires, my resources would have been taxed. The wording of our statutes is too involved for the understanding of such young students and they wanted often to know what the law is on one point or another. We accordingly turned to the portions of laws quoted in our hygiene textbooks and managed to find enough for their needs—and these boys, once given the scent, were by no means easy to satisfy.

Besides this awakened interest in writing composition, there

were other by-products of the activity. The groups who had visited other school buildings were noticeably more careful about the treatment of their own. Hitherto they had been told to be careful and often had been made to work out of school hours to undo conditions that were brought about by their own carelessness. Now they had spent a forenoon noticing if pupils slopped water at the sinks or the bubblers; if there were papers on the classroom or corridor floors; or even in the yards. Being intelligent boys, they saw, perhaps for the first time, the connection between a well-kept building and their own responsibility.

During the investigations they had met men in business and had made, everywhere, a favorable impression. The men had seen that our schools are training pupils to observe carefully; to work with dignified earnestness; and to make courteous contacts with their elders.

The entire scheme was as well worthwhile as anything I have ever attempted. After the reports had been read at a school assembly, the nurse sent them to the state department that had issued the questionnaires. Just before school closed she received a letter highly commending our work and the reports submitted.

Professional Get-Togethers

By W. J. KLOPP
Supervisor of Secondary Schools
Long Beach, California

Informal meetings of secondary school teachers and university professors are here urged as means of bridging an existing gap.

THE writer has frequently wondered why the social distances between the college professors and public school teachers was ever widening, and that no effort was being made to bridge this most tragic gap. Summer sessions seem to provide little opportunity for such an adjustment. Little, if any, informal relationship is ever established through summer session experiences, probably due to the fact that the majority of the attendants are there because of an urge, exterior to themselves, and not motivated from a burning desire to get more light on the plan of life which they are expected to live and interpret for youth.

For several years it has been my privilege to have as my guests, visiting educators from leading American universities, teaching our teachers, and others, during their summer sessions, and I always enjoyed the informal discussions after dinner. Sometimes I marveled at the depth and scope of insight into real life problems revealed by some of the guests, and then I would almost feel guilty of selfishness to feast in an atmosphere so vitalizing and so stimulating, when I reflected upon the thought of the scores of business and professional men of our community, who are the actual underwriters of all the innovations of civilization, including University summer sessions, and who would find rich pleasure and profit in such an experience as I was enjoying in the environ of my own home.

This year my conscience prompted me to initiate a scheme for bringing together the thinking of great educators, teaching in universities in Southern California, and the business and professional men, who are the product of their guidance, at what I chose to call a dinner symposium. The guests of honor were distinguished representatives from Harvard, Yale, Johns Hopkins, University of Pennsylvania, University of Pittsburgh, University of Wisconsin, Swarthmore, Reed, Vanderbilt, University of Southern California, Iowa University, and others. A general theme was selected for discussion, and the theme was presented by one or more of the honor guests, after which, and occasionally during which, the assembled group opened a fearless yet exceedingly intelligent discussion.

The result of this first experiment was so gratifying that a second one was arranged within a month's time. In each case the group was restricted to less than fifty including the honor guests, for the purpose of assuring informality in the discussions.

Now that the summer sessions are over and the teachers are back on the job wrestling with all kinds of new problems never even mentioned in their summer session classes, I am again wondering why it would not be a rich and profitable experience for college professors, as well as public school teachers, to get together in the same informal way for the discussion of common problems vital to youth and adult alike. With obvious complete endorsement of the plan by both administrators and teachers, the scheme is being launched for the high schools and junior college in Long Beach.

The director of these innovations feels confident that the objectives of the symposia meetings will be realized and should pave the way for similar activities in the field of business and professions.

The Problem Box

Conducted by

DR. AUGUSTUS O. THOMAS

Economy Targets

QUESTION. — We have many people in our city, and some members of the Board of Education, who say that if we would cut out the fads we would not miss them, and would save the taxpayers much money; they mention music and health work. What is a fad and what about these two subjects?

Answer. — I know several schools which have dropped music, as a "fad." During this depression every one seems to have his own particular fad. We should first agree on what a fad is. The shortest definition is, "a hobby." When does a subject cease being a hobby? When it becomes a substantial part of the program and is found useful. Science is finding a very important place for music in medicine. We have long known of the use of music in hospitals, asylums, and in penal institutions, but now we are beginning to appreciate its use in larger fields than we have understood. We know that a good orchestra or singing has a soothing effect on a school, and the intellectual processes are stimulated by music. Its use in drills of various sorts is not new.

Aside from its pleasurable and cultural values which are well known, music has deep and underlying possibilities; it should not be dropped.

How about health? There are some who would curtail health work. They have forgotten our sad experiences during the World War. Health work has been fraught with too much value already to be called a fad. We have heard that the health of our people has not suffered during the depression. We often form our judgments without due knowledge of the facts. A recent survey conducted by the Public Health Service illustrates the danger of hasty conclusions.

Have you a little problem in your school? If so, send it to Dr. Thomas.

A survey of eight large cities by the Service, including Detroit, Pittsburgh, and Birmingham, in which 12,000 families were surveyed, found that the depression has made great inroads upon the health of the unemployed. If we let down now in our crusade for disease resistance, we shall lose heavily. Health is one of the most important subjects of the curriculum. We had better dispense with some of the old standbys or parts of them than to cripple the work of health in our schools. Health can no longer be classed as a fad.

His Best Service

QUESTION.—I am a young superintendent of schools. My purpose is to carry on my studies for a collegiate degree, giving a portion of my time to study for credit under the direction of the college. Under the circumstances I shall have no time for the community. If I do my work for the schools well can any one complain?

Answer.—It is laudable in you to want to carry your work for a degree while you are teaching in order to save time and to keep your mind at work on purely intellectual pursuits, but you must remember that a well-balanced life is best. I would advise that you budget your time and allow: (1) ample time for your school work, (2) time for professional reading, (3) time for cultural reading, (4) time for recreational reading, (5) time for your study of the subjects in which you are earning credit, and (6) time for social life, including church and club. These various items do not need to be carried daily, but may be set up to so much per week. No person can shut himself off from the life of his community for a year and not suffer from it.

I think it is a good thing to join the Rotary Club, the Kiwanis or some such organization which will keep you in touch with the life of the community; also the parent-teacher organizations, and the Chamber of Commerce, if you can afford it. While the superintendent's job is largely educational he is the public relations official and a large part of his work is on that side. He cannot neglect it. He must be a man among men. He must understand his community and win its confidence. Personal contact often makes for success or failure in the superintendent's work. Your advancement will depend upon your record now. You can do much more for your schools if you know and are in touch with what is going on. Your schools need such advertising and championing as only the superintendent can give.

Eclectic Courses

QUESTION.—I am having some trouble with a patron who insists that much of the work we offer is valueless, and asks that her son be allowed to take special subjects which will not fit him into any of the courses we offer. What would you do in such a case?

Answer.—The courts have held that a parent has some right to say what studies his children shall take in a high school. If the boy can be accommodated without interfering with the school he has the privilege. However, this does not make it necessary to organize special courses or to take the time from other students who conform to the regulations. The school is organized for the group and its work must conform to their best interests. A reasonable request might be granted. If the boy takes a light course and disturbs

(Continued on Page 485)

EDITORIALS

The Danger in Federal Aid

THOSE who clamor for the subsidizing of education by the Federal government have no difficulty in finding states that are in financial straits and seemingly need help. And when they ask how equality of opportunity for all the children of all the states can be accomplished without Federal aid, the question is a poser.

Nevertheless—the principle of Federal subsidies is a vicious one. Most of us recognize this fact when the subsidy is for some other purpose than our own.

First of all, it is a needless burden upon the states to have the Federal government do things which are properly functions of the state itself.

In the second place, a state, as truly as an individual, should master the art of living within its income. Political sovereignty implies economic integrity.

In the third place, Federal subsidies lead inevitably to Federal control. The time may come when the citizens will desire all government to be centred at Washington and all matters of public education to be run by a central office. But when that form of control is set up, there will be an emergence of burcaucracy and a submergence of worthwhile leadership that may well be feared and fought against.

Let the Federal government extend temporary aid to enable needful construction to be done. Machinery for such assistance is already set up and in operation. But let it be distinctly temporary and as little related to the teaching side of education as possible—if we would avoid serious consequences later.

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Clubs and the Teacher

CLUBS in junior and senior high schools offer one of the best possible opportunities for utilizing pupil interest toward educational ends. Under suitable leadership, a club not only has good times but develops much latent ability in its members. There is an informality and a spontaneity about club activities which may be lacking in the classroom. The teacher, while discovering certain interests and aptitudes of the pupil, also discovers something even more important—the pupil's real personality.

Some teachers, alas, do not like responsibility for clubs. They do not realize, perhaps, that they are complimented when asked to conduct a club. It means they are regarded by their principal as possessing the needful tact, enthusiasm and other human qualities to make the thing a success. Leading a club doubtless involves extra work. But it is work which carries its own rewards, provided the teacher does it in the right spirit. Only through hearty participation does real satisfaction come. The teacher who gives nothing gets nothing. This is true in clubs as well as elsewhere.

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Social Indemnities

ON THE twenty-fifth of October, the bruised and broken body of E. S. Baldwin lay in a morgue in the city of Washington—thus an inglorious climax to a glorious career. This seventy-one-year-old hero of many a thrilling dash for the North Pole (he was with Peary in the Arctic); this man who added valuable information to human knowledge—this man who had discovered new lands and charted them—this noted meteorologist, was dismissed from the Government employ in his declining years without a pension and without support.

Mr. Baldwin began teaching in Missouri. He was an adventurer by nature; was an efficient Government employee; and he surrendered to the speed of a reckless driver in an automobile. He had been dismissed in the name of an unsympathetic economy program. Is there no gratitude in government?

Many teachers during the last two or three years have been treated likewise. After serving faithfully for a lifetime, they are dismissed without means; on their life earnings, $40,000, they cannot live as they should and lay by enough for old age.

The time has come when this country, whose greatness we boast, must provide "social indemnities" for all its workers. States and cities must care for their teachers. Business grows fat, while workers grow lean. If governments have a mission, it is to see that those who live under them receive fair treatment and protection.

Three days before his death, this lovable old man, who was turned back from the North Pole because his provisions had given out, was turned back in the Arctic region of his life for the same reason.

A. O. T.

Eminent Educators

MISS MARY CRAWFORD, who was a member of the first faculty of Nebraska State Teachers College at Kearney, and is still there, stresses in her teaching of English the need of international understanding. She believes in a freer exchange of the best imaginative literature of different countries and favors wide use of translations in the various tongues.

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WILLIAM A. SCARBOROUGH is in his tenth year of leadership service to the schools of Dinwiddie County, Virginia, where he is endeavoring to build up a system of rural schools to offer opportunities equivalent to those offered the boys and girls of larger centres. He has been working on a program of consolidation, and has reduced the number of schools for white children from thirty-three to nine, with beneficial results.

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WILLIAM T. LONGSHORE, Kansas City, has been principal of Greenwood School in that city since 1920, and was one of the founders and first presidents of the Elementary School Principals Association of the National Education Association, and has been a strong pillar of that organization ever since. He distinguished himself at the Dublin conference of the World Federation last July by his ability to mix with delegates from other countries, and his service on the Herman-Jordan committee.

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FRED THURSTON, efficient and much loved secretary of the Southern Branch of California Teachers Association, has a common-sense way of handling knotty problems, and the teachers of his section freely call upon him for counsel. He has been an important factor in building a strong organization of teachers.

RAYMOND E. STALEY, superintendent at Rapid City, S.D., has become an expert in Indian education. He has labored in the Indian service in Kansas, Oklahoma, and South Dakota, and dealt with representatives of over ninety tribes. He broke into school work in Maryland, and established the first standard one-room school in that state in Washington county.

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MISS KATE STEVENS, internationally known educator, first European elected to membership in the National Education Association of the United States, died August 2, at Welwyn, Hertfordshire, England, at the age of seventy-eight. Miss Stevens had done outstanding work among the "special difficulty" children of London, and in other important capacities. She had visited the United States five times and had traveled extensively in other parts of the world. Miss Stevens had many admiring acquaintances among the educational leaders of the United States as elsewhere.

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ALFRED GEORGE YAWBERG, superintendent at Berea, Ohio, ranks high as an authority on school supervision. He addresses state gatherings of teachers, National Education Association audiences, and other groups, and has written a dozen monographs on supervision, besides publishing, as co-author, a system of school records.

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SILAS HERTZLER, head of department of education at Goshen College, has been connected with that institution since 1920. He brought to his labors there an extensive background of world travel, together with advanced degrees in education from Columbia and Yale. His doctorate thesis at Yale was concerned with "The Rise of Education in Connecticut." Among other duties Dr. Hertzler is registrar of the college.

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MRS. ETHEL LOCK, principal of Cherokee County Commercial High School, Columbus, Kansas, for the past ten years, has a twofold ambition: to bring up her own two children to be useful citizens and to improve the educational opportunities for the children of her community. She has not found time to write a book, and thinks the human race has suffered no great loss in that. Maybe she's mistaken!

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LEWIS WILLIAM FEIK carries on with high credit the work of the late M. G. Clark, as head of Sioux City (Iowa) schools. Mr. Feik has been identified with Sioux City schools for twenty years, during which time he has been about everything from teacher to superintendent. He focuses upon the building of citizenship, and is interested beyond the schools in such organizations as Boy Scouts, Church, and Rotary.

Winshipisms

"Any child has succeeded when he has done his best, whatever is his per cent."

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"A college magnifies personality; a university knowledge."

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"Square dealing is in doing, not in telling."

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"Some people draw upon our energies, some help us to while away an idle moment, some rest us, while some set us a-thinking and a-doing."

State and National Leaders Honor Dr. Francis G. Blair

FRIENDS and admirers of Francis Grant Blair, official head of education in the State of Illinois for better than a quarter century, formed a conspiracy to express their appreciation. They selected his sixty-ninth birthday, October 30, for the culmination of their plot. On that date Dr. Blair was honored with a banquet; showered with verbal tributes from distinugished colleagues; and presented with letters of appreciation and friendly greeting from every county in Illinois and every state in the Union.

The event was rendered still more memorable and pleasing by the presentation of a painting of Dr. Blair, done by the talented hands of Donna Wilson Crabtree, wife of James W. Crabtree, secretary of the National Education Association. The portrait by Mrs. Crabtree takes rank beside other works in her gallery of eminent men, including Edwin Markham and A. E. Winship.

Hundreds of persons, by tongue or pen, poured out their testimonies of praise upon the genial Illinois superintendent.

A dominant thought in the minds of the friendly conspirators was—to let Dr. Blair know how they feel about him while he is still on the job and "going strong." Rarely, indeed, has a sweeter "rose to the living" been offered to any one.

Dr. Blair has rendered a service of twenty-eight years to Illinois schools in his capacity of State Superintendent of Public Instruction. He is a native of Nashville, Illinois, and began his teaching in the rural schools of

FRANCIS GRANT BLAIR

From the painting by Donna Wilson Crabtree.

Jefferson county. He rose through positions of increasing responsibility, while studying to equip himself for still higher duties. At the age of twenty-eight he won his diploma from Illinois State Normal University. Five years later he received a B.S. degree from Swarthmore. He holds LL.D.'s from Colgate and Illinois Wesleyan, and an honorary Ed. D. from Rhode Island College. In 1926 his fellow educators elected him to the presidency of the National Education Association, a post which he occupied with high distinction.

When all is said and done, the fact remains that a man is loved for what he is rather than what he does. And sincere affection for Dr. Blair, coupled with genuine appreciation of his work as an educator, made the recent celebration in Springfield, Illinois, the success it was.

Wants Tests to Be Made Strictly an "Amateur Sport"

A PLAN to end the strain and fear of "professionalized" school and college examinations and to make them "an important amateur sport," was presented to a group of educators recently in New York City.

The suggestion was made by Dean Max McConn of Lehigh University at the sessions of the joint educational conference sponsored by the Educational Records Bureau and other educational associations.

He said: "Any testing program inevitably becomes itself the goal of instruction and hence dominates, standardizes, stifles, and devitalizes the whole of the teaching process.

"Up to the present we have been accustomed to use examinations exclusively on crucial occasions, to be followed by immediate and drastic results for the examinee, based upon one spasmodic deliverance on his part under conditions of special stress and strain."

"The fact is that we humans, old and young, enjoy tests, provided we are not going to be hung if we do badly," Dr. McConn went on.

"We educators have professionalized this sport of being tested. What we need to do is to give it amateur status and keep it strictly amateur."

Dr. McConn suggested psychological tests, aptitude tests, vocational-interest tests, personality-rating tests, and achievement tests which would be recorded on each student's record.

Training Boys and Girls To Select Better Movies

RAISING the standards of public taste in motion pictures might be the most effective way to bring about more wholesome pictures. Movie producers claim to give the public what it wants. If the public learns to want better films, the producers may eventually discover the fact. This sounds like a workable theory at any rate.

The committee on photoplay appreciation of the National Council of Teachers of English, of which William Lewin is chairman, recommends "that units of instruction be introduced into the nation's schools, with a view to improving popular standards of taste" in movies. This far-reaching recommendation is based on experimentation in sixteen states and the District of Columbia, as a result of which suggestive units of instruction have been prepared. These units will be published by the committee, according to Mr. Lewin, and will be a phase of the thoroughgoing revision of the courses in English literature and composition undertaken by the curriculum commission of the council.

"The committee's researches," Mr. Lewin said, "have shown that classroom teaching can make significant differences in the reactions of high school boys and girls; that within a comparatively short time they learn to discriminate among movies and to choose the better productions."

He reports that striking gains were made in respect to appreciation of ideals as portrayed on the screen. "It was found, for example," Mr. Lewin explained, "that only one high school student in five can ordinarily mention a movie character to be admired for honesty. After instruction, with the use of selected pictures, the ratio was increased from 21 per cent. to 54 per cent. Not one student in three ordinarily can recall a character to be admired for sportsmanship, but through the use of selected pictures the ratio is raised from 28 per cent. to 53 per cent. The instructed pupils made similar gains in respect to ideals of courage, devotion to duty, self-sacrifice and self-control.

"A study of the influence of movies on conduct revealed that one student in four was able to mention a film that had definitely changed his behavior. The changes mentioned were nearly all for the better. This tendency was increased 85 per cent. by the experimental instruction."

This new development is in line with the present emphasis on social aims in secondary education, and is a phase of training in the right use of leisure, Mr Lewin points out. The experiment indicates clearly, in his opinion, the lines along which progress toward better pictures may be made.

"One of the distinguishing features of the project," he stated, "is that it was the first attempt to correlate the neighborhood theatre program with the program of the local school."

Russell Declares New Deal Necessitates New Education

THE economic emergency has led to the conferring of extraordinary powers upon the President of the United States; powers which cause many to fear that America may be permanently saddled with a dictatorship. What bearing has education upon this? Are our people already sufficiently enlightened to be safe against loss of their liberties? Or is education of a new sort needed?

Education as a means of limiting dictatorial power is discussed by Dr. William F. Russell, dean of Teachers College, Columbia University, in his annual report. He points out that when people are basely ignorant, no government is possible other than tyranny.

"If Americans love their liberty, if they hope to make the democratic experiment succeed, if they wish to avoid servitude in the future, it is imperative that the knowledge of the people as soon as possible begin to approximate the knowledge of the leaders; that the people come to know the problems which their leaders are attempting to solve sufficiently well to enable them to distinguish success from failure, to permit them to cooperate with a will rather than to yield obedience which must be blind and sullen because it is forced.

"The New Deal demands a new education. The basic studies, the three R's, languages, history, science, and mathematics, still hold their place. The old faith in educational process well done and carefully pursued still has its worth. But education of this sort will do as well for Japan or Soviet Russia as for our own country yesterday or tomorrow. The education required by the New Deal must go far beyond this.

"It must have as its aim the production of citizens who understand the society in which we have lived, the evil effects of selfishness, the social suicide of cut-throat competition, and the stupidity of narrow nationalism in a world society."

AID FOR ELDERS STIRS STUDENTS

High School Pupils Rank it First of Problems

NEW YORK.—Great interest in the major economic problems of the day was found among high school students in a graduate study by Miss Anita Frost of the School of Education of City College.

More than 50 per cent of the students who responded to a questionnaire showed active interest in labor problems, international economic problems, aims and attitudes of business, consumption and distribution of wealth, and banking.

The question "How can we protect workers through their old age, sickness and other disabilities?" aroused the keenest interest.

Other topics listed according to the interest they awakened in the students were:—

"Preventing world-wide depressions in trade."

"Regulating child labor in industry."

"Protecting the people from unfair prices and inferior grades of merchandise."

"Protecting women workers from too long hours of work."

College-Bred Parents Mean Much to Students

POUGHKEEPSIE, N. Y.—A recent survey of the families of 1,183 Vassar undergraduates indicates that a student with a college-bred father and mother has a better chance of surviving his contemporaries of slimmer academic heritage. Such a student also has greater chances than they of attaining college. Even among these families of a favored and comparatively homogeneous social class, significant differences appeared, based seemingly on the amount of higher education of the parents. Families with two college-trained parents had a lower mortality rate among the children than those where only one or neither of the parents went to college. Moreover, among these families, all of which were more than usually disposed to send their children to college, it was those in which both parents themselves had attended which sent the largest percentage of their sons and daughters—96 per cent of their sons, for instance, as against 83 per cent of the sons of parents without college training. Another striking discovery of the survey was the fact that the Vassar girl of today is more than twice as apt to have both parents college-educated as her predecessor of fifteen years ago. More than a third of the present-day Vassar students surveyed are in this category, as against but 14 per cent in 1918. Three-quarters of these modern college girls have college-bred fathers, as compared with one-half fifteen years ago.

Pennsylvania Pupils In Protest Parade

GREENSBURG, Pa. — Shouting "No football, no school," more than two hundred students of Ligonier High School paraded several hours after leaving their classes in protest over losing three varsity players through ineligibility rulings. B. E. Connelley, principal, announced that poor grades would bar Charles Brown, Nick Muchina and Robert Frank from the team. The football squad left school en masse, asserting the ruling was unfair. They pointed particularly to Brown's case, claiming that absence because of injuries received in the hard-fought Latrobe game was responsible for his low grades. Picketing the school at noon, the players persuaded all but one hundred of the three hundred students to join them in the walkout.

Educate the Whole Man Is Stanley Baldwin's Plea

LONDON.—Stanley Baldwin made a plea for the education of the "whole man," as opposed to "the lopsided man," when he received the honorary degree of Doctor of Laws at Queens University, Belfast, recently. "Complete education is a constant protest against the lopsided man," he said, "against the mere specialist, whether it be in brain or in brawn. Both are very useful in their places and in limited quantities, but after all, man is a social being and it is as a social being among other human beings that he has to function." Referring to "the much abused word gentleman," he said accumulation of knowledge was not enough for "the whole man."

Newspapers Aid History Teaching

BINGHAMTON, N. Y. — History teachers attending a convention here were advised to read the newspapers and teach history backward by Clyde R. Miller of the bureau of education of Columbia University. Miller said history taught by starting with the present and working backward is the psychological and natural approach. Denouncing those American history books which "indicate that our side is always right," Miller declared that pupils can understand the Hitler movement "only as they read the newspapers daily and work back through recent years to the world war and into the economic and political roots of the war."

FINDS ECONOMIES GOING TOO FAR

Warns Against Blow to Future of Education in U. S.

WASHINGTON.—Harold L. Ickes, Secretary of the Interior, said in a recent address that "our schools ought to be the last to feel the pinch of economy" and charged some persons with taking advantage of the "economic strain" to strike at the future of education.

"I do not deny that of necessity some economies must be made in our schools," the Secretary said. "But we are going too far in that direction."

He acknowledged some "pruning" might be necessary in the educational structure, but advised that it be done by experts, and not without regard for the dangers of cutting into "a vital spot."

Contending that every individual should have as much education as he is capable "of receiving and of using to advantage," Mr. Ickes said that was essential to the good of the nation, since "the intelligence of a nation is the sum of the intelligences of all its citizens."

An estimate that 1,025,300 rural school children are suffering seriously reduced educational opportunities this school term was made public by the National Education Association. Of this number, 110,800 children were said to have no schools at all, 35,750 less than three-months' school, and 914,500 less than six months.

The association estimated that 209,573 teachers received less than $750 a year and 84,036 less than $450 a year.

Jailed Students Try Hunger Strike

GUADALAJARA, Mexico. — More than 200 striking students of the University of Guadalajara, arrested by troops during rioting at the university, went on a hunger strike in the penitentiary after a violent outbreak in which they smashed prison furniture. The university buildings which had been seized by the students were recaptured after a battle in which several students were wounded. The first detachment of troops which tried to retake the building was disarmed by the students, but reinforcements succeeded in ejecting the strikers and arresting large numbers of them. Leaders of the striking students went into hiding, saying they feared for their lives, while non-strikers joined in their demand for the resignation of the rector. Troops patrolled all streets, fearing further trouble. The students declared their activities were neither religious nor communistic, but merely "in favor of the student class."

FIND FILMS IMPRESS IDEAS ON CHILDREN

COLUMBUS, O.—The types of behavior and ideas presented in motion pictures, including those that in theory appeal only to adults, are observed and tenaciously remembered by children of all ages. This is the conclusion reached by Dr. Perry W. Holaday and Dr. George D. Stoddard after a four-year research, the findings of which were made public as part of a comprehensive report of the Motion Picture Research Council.

The study, made under the general direction of Dr. W. W. Charters of Ohio State University, is one of twelve which constitute the Payne fund studies entitled "Motion Pictures and Youth."

The psychologists found that, after one month, children's recollection of things learned from books was only 30 per cent. The recollection from motion pictures after six weeks rated from 83.1 per cent for the youngest age group to 91.6 for the eldest.

Dr. Holaday is connected with the Indianapolis public schools and Dr. Stoddard is director of the Iowa Child Welfare Station at Iowa State University.

Drake Follows Boy to School

ORLEANS, Mass.—A variation of "Mary Had a Little Lamb" occurred recently at the Orleans Junior High School, when a drake followed Carleton Knowles, a pupil, into the building and remained there until shortly before the noon recess. Young Knowles' pet announced his desire to enroll in the school by loud quacking outside a classroom door. The bird joined the pupils in their play during recess, but only in a dignified manner. Pupils returned to their studies. Again the order of Knowles' classroom was transformed to uproar as the drake quacked outside the door. His application finally turned down, the drake waddled out of the schoolhouse and back to the Knowles home, a mile away.

N. Y. Police Studying Correct English Usage

NEW YORK.—Good English usage is to be the rule of the day for New York's 18,000 policemen, under an edict issued by Police Commissioner Bolan.

About 300 police inspectors, captains, sergeants, patrolmen, patrolwomen and detectives attended the opening session of the new police course in written and spoken English.

The courses are designed to advance police work and enable members of the department "to discourse creditably on matters of police activity." Thus, "mugged" is doomed to give way to "photographed," "squeal" to "complaint," and "dip" to "pickpocket."

"The correct use of English," Commissioner Bolan said, "is good for discipline. It increases perception, strengthens judgment and refines taste. This course was sought by members of the force of their own initiative."

When interviewed, Mayor Edward J. Kelly, of Chicago, said his city had no intention of copying New York City's move to instruct police officers in the use of the king's English. Police Commissioner Allman said his police always used good English anyway, and therefore needed no instructions.

Chicago Police Stop School Uprising

CHICAGO.—Squads of police, some of them swinging clubs, broke up attempts of striking high school students to march on the City Hall in a protest on School Board economy measures. More than 1,500 students from at least three schools participated. About twenty were arrested, but most of them were freed on promises of an orderly return to classes. Few students walked out of classes. Most of them gathered before school began. They marched about the Crane, John Marshall and Manley High Schools, waving banners and taunting pupils inside. The students protested that the board's economy move had caused teachers to lose their jobs, and educational facilities to be limited.

Students Strike In Spanish Cities

MADRID. — The university strike which started at Salamanca recently spread to schools at Segovia, Cadiz, Seville, Zaragoza, Madrid, Oviedo and Valladolid, with all students refusing to attend. There was a variety of reasons for the strikes but the most novel was that at Salamanca—because Dr. Miguel Unamuno, eminent philosopher, said disaffected students were backward mentally.

NINE IN ONE FAMILY BEGIN SCHOOL

FORT GAINES, Ga.—Nine of Reuben Davis's eighteen children are starting in the first grade of school this year. Davis, a Negro, came to town and bought nine primers, asking for and receiving cut rate prices on the wholesale deal.

The nine children starting school range in age from six to fifteen years.

7,400,000 JOBLESS AMONG EDUCATED

BOSTON. — An American Hitler could produce a real national menace by "swinging into line" the 7,400,000 unemployed graduates of high schools and colleges, Professor Walter B. Pitkin, professor of journalism at Columbia University, declared recently in an interview here.

Of the vast number of unemployed graduates, only a negligible number has obtained work, said Professor Pitkin. No real attempt has been made to solve their problem and most of them are waiting for something to break. Pleading their cause, as Hitler did in Germany, "the right sort of fellow" could sweep into power without the aid of organized groups.

The United States today, with its production system, could set up a system whereby no citizen would have to work after he reached age thirty, he declared, and the trend is shown in the lowering of the minimum retirement ages from the original seventy to sixty, and in some classes to fifty and forty-five years.

Stress Reading In English Course

MIDDLETOWN, Conn.—A liberalized English course, with more stress on stimulation of literary taste and less routine drill, is being put on trial at Wesleyan University. The first semester will be devoted to composition and the second principally to reading and class discussion of literature. Though a reading list of general interest supplements the semester of composition, its use is left entirely to the students. Those who achieve a certain high standard in the first half year will be excused from the rest of the course, according to Professor C. H. Conley, while students who evidently need further practice in writing will probably be separated at mid-years for more drill. Thus the project, while frankly experimental, is designed to give each man the basic training or the cultivation of literary interests which best suits his needs, without forcing all into one groove of instruction.

Jews Need Permits For German Universities

BERLIN.—Before Jews will be admitted to German universities they must, under an order issued recently, get special permits. Nazi students at Stuttgart, meanwhile, started agitating for a re-examination and possible withdrawal of honorary degrees conferred in Germany from 1918 to 1932. The Nazi governor of Saxony removed twelve professors, including several Jews, from Leipzig and Dresden universities.

MOSLEM COLLEGE ADMITS SCIENCE

After 900 Years Ceases to Teach World Is Flat

CAIRO, Egypt. — Another frontier has crumbled before modern science. El-Azhar University, in Cairo, has admitted courses in modern science into a curriculum that for more than nine hundred years has taught its scholars that the world is flat. El-Azhar has also hired a librarian to modernize its archaic library.

From every part of the Moslem world students come each year to study at this unique institution of learning. Nigeria, the Gold Coast, Morocco, India, Turkestan, Persia, Zanzibar, Arabia and Borneo send their scholars for a course of study that may extend over fifteen years, although successful students receive the Shadadet el Elimiya, or "Diploma of Learning," at the end of the twelfth year.

El-Azhar, founded in 1088 by the Caliph El Aziz, is the chief seat of learning and centre of political thought of the Moslem world. Its teachings profoundly affect the thinking of the thousands who study there and of the millions of Moslems whose leaders they will be.

Many of the instructors are unpaid, being mostly learned men of Cairo and other Moslem cities, who eke out a living by private tuition and by copying manuscripts.

Egypt also possesses a splendid State University in Cairo. This institution, founded in 1908, was reorganized in European style in 1925. It offers courses in medicine, law, art and sciences under both Egyptian and European instructors.

Rodeo Called Success As Football's Substitute

COLORADO SPRINGS. — The "top hands" have been crowned and the dust has settled in the corrals at the Cheyenne Mountain School. Quick with their declarations that the experiment of replacing football with rodeo sports at the school had been highly successful, officials of the school were looking ahead to a second season of the "baby of 'em all" next year. Lloyd Shaw, superintendent of the school, who arranged the program of broncho busting, steer wrestling and horse racing in which the students competed recently, said that the venture was purely an experiment this year and that it would be expanded to a larger scale in 1934. "The round-up made no pretense of competing with professional rodeos," Mr. Shaw said. "It was an experiment in adapting the sports program of the old West to the sports program of the modern school." Spectators at the rodeo sat on the top rail of the corral, the grand stand idea having been discarded as effeminate.

A. Lawrence Lowell Honored by Harvard

CAMBRIDGE, Mass. — The Harvard Corporation has elected A. Lawrence Lowell, retiring president of the university, a Senior Fellow in the newly created Society of Fellows and also an honorary associate of the Seven Houses in the Harvard House Plan. The Society of Fellows was the last great undertaking launched under Mr. Lowell's presidency. Though frequently urged in his annual reports, the plan was not finally realized until January 9, 1933, when announcement was made that an anonymous gift of about $1,000,000 had been received to establish and endow the society. It has never been denied that Mr. Lowell made the gift.

Schools Inadequate, Ten-Year Study Shows

NEW YORK.—Professors George D. Strayer and N. L. Engelhardt, of Teachers College, Columbia University, following a decade of research into building conditions in the nation's schools, issued a report in which they assert that 80 per cent of rural schools and 60 per cent of urban elementary school buildings are unsatisfactory and should be replaced by more modern structures. Under present conditions, they assert, thousands of children are receiving instruction in buildings that do not meet even minimum requirements of lighting, ventilation, sanitation or safety.

Springfield Teachers Set up Loan Fund

SPRINGFIELD, Mass.—A fund for assistance of teachers has been established by the Springfield Teachers Economic Association. The sum of $1,000 will be available for small loans to local teachers who may be in need of funds.

Peabody Teachers May Not Puff Publicly

PEABODY, Mass. — Peabody's women school teachers have been forbidden to smoke in public places by William A. Welch, superintendent of schools. Complaints that teachers were smoking in restaurants in the presence of students and thereby "lowering the respect of the students for the teachers" caused the edict. Mr. Welch said the first violation will be a suspension and the second will cause the violator to be brought before the school committee to show cause why she should not be discharged from the service.

Findlay Appointed To Education Board

WASHINGTON.—Appointment of Francis Findlay, supervisor of the department of school music at the New England Conservatory of Music in Boston, to a national committee on public education and public welfare has been announced by Paul C. Stetson, president of the Department of Superintendence of the National Education Association. The committee to which Findlay was appointed will meet and report at the Cleveland convention of superintendents, February 24 to March 1, 1934.

Wheaton Girls Express Ideas of a Chaperon

NORTON, Mass. — Some of the younger generation of college girls, it seems, have their own ideas about hours for entertaining gentlemen and what chaperons are. A written examination on the "Freshman Bible," a book of rules and regulations for students at Wheaton, revealed that one freshman's idea of a chaperon was: "A person necessary after riding with a man five hours." Another student expressed the opinion that "a chaperon is any elderly person, such as a member of the faculty." In answer to the question, "How late may men be entertained in the houses?" another freshman replied: "Men may be entertained in the houses only until 6 a. m." It happens that the college rules say that men may be entertained only until 10 p. m. Most of the girls knew the rules, however, only ten failing to pass the quiz.

A Symbol

THE Yule log—symbol of Christmas through the ages. On the great holiday the lord of the manor threw wide the doors, and misery and squalor were forgotten in the cheer of the boar's head and wassail.

Customs change, but the Christmas spirit is ageless. Today millions express it by the purchase of Christmas Seals—the penny stickers that fight tuberculosis—still the greatest public health problem. Your pennies will help.

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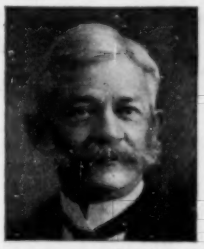

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MILES C. HOLDEN, President **Springfield, Massachusetts**

News Brevities

ALBANY, N. Y. — In New York state, despite adverse economic conditions, the school nurse actually was found in more positions than ever before—some 1,100 in all. And in anticipation of more jobs in the future, public health nursing courses last summer reached new heights of enrollment at New York and Syracuse Universities and at Teachers College, Columbia, according to figures collected by the New York State Nurses Association.

WASHINGTON. — If purchasing with Federal funds a required textbook for a child who could not be supplied otherwise, and who could not attend school without it, would be stretching the law governing the Federal Emergency Relief Administration, then the law is going to be stretched, according to Harry L. Hopkins, director.

LOS ANGELES, Cal.—Largely because of the renewed business activity of the past month, jobs have now been found for the majority of last June's graduates of the University of Southern California, its employment bureau reports. And the prospects for student work seem brighter.

AUSTIN, Tex.—Lower prices and air conditioning have increased business at the University of Texas cafeteria, which recently moved into a home in the new student union building. Several times a day, usually in two or more "rushes" at each meal, the "commons" dining room is filled to capacity. The average meal ticket, formerly around 27 cents, has not been materially lessened, however, since many patrons, finding lowered prices, will indulge in two vegetables where they formerly ate only one, or will add a few cents for butter or olives.

NEW YORK. — Dean Virginia C. Gildersleeve, of Barnard College for Women, has taken issue with parents who keep their daughters at home in order to finance college education for their sons. "Sending John to college instead of Jane," she said, "is a sound policy only in the event that John has the richer possibilities, and on the contrary if Jane is the more promising young person."

MINNEAPOLIS.—A state "education relief" program, intended to permit 1,000 or more young men and women to attend universities and colleges this winter who otherwise would be unable financially to do so, now has the endorsement of the University of Minnesota. The plan calls for the usual courses of instruction at no tuition charge.

COLLEGE PARK, Md.—The story of Kitty Wells' first interview after she became a cub reporter on the Diamondback, University of Maryland weekly publication, is a bit of news behind the news that has come to light. Her assignment was to interview "somebody big." Learning that President and Mrs. Roosevelt were to be in Chestertown, where the President was to receive an honorary degree, she set out on her assignment. Using her wits and with a bit of luck she eventually managed to interview the First Lady of the Land.

SYRACUSE, N. Y.—The potential criminal of 1943 is either in the streets being trained in anti-social activities, or he is in the school, according to Dr. Charles Wesley Flint, chancellor of Syracuse University. "If the school is crowded, with inadequate equipment and teaching staff," the chancellor said, "this makes education unattractive to the pupil and he may develop the anti-social attitude in school."

CHICAGO.—The sun shone brightly not long ago for Chicago's 14,000 school teachers and 4,000 other school employees. The board of education declared a $6,000,000 payday early in November.

SUFFIELD, Conn.—Suffield School recently celebrated its centenary with appropriate exercises in the historic Baptist Church. From President Roosevelt, leading educators and citizens of the nation came words and messages of congratulation to the school as a century-old builder of character.

EVERY TEACHER NEEDS IT

Copyright Booklet "How To Apply For a School and Secure Promotion," including letters of application, points to keep in mind when making application, 15 points on which the success or failure of a teacher depends and a partial summary of 2,000 questionnaires sent to school executives in 26 states. Price, 50 cents (Stamps accepted). Statement from a Superintendent: "Your pamphlet includes some of the best advice, clearly written and to the point, that I have ever read."

Every Teacher, Principal, Superintendent and Library Should Have a Copy.

ROCKY MOUNTAIN TEACHERS AGENCY

Wm. Ruffer, Ph. D., Mgr. **410 U. S. Natl. Bank Bldg., Denver, Colo.**

BOOK TABLE

The Teacher's Domain

PROBLEMS IN CLASSROOM MANAGEMENT. By Edwin J. Brown, Ph. D., Kansas State Teachers College, Emporia, Kansas. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Some problems of classroom management are commonly met by all teachers. Other problems in the same realm are, of course, less common, but are likely to arise at any time in any classroom. The author of this textbook has gathered one hundred and seventy questions pertaining to the managerial side of teaching into this case manual. The book is wide in scope, clear and lively in presentation; obviously written by a good teacher. It is so full of concrete matters as to avoid dullness completely, and at the same time to inculcate a thousand truths which every teacher ought to know.

The book deserves the discriminating praise given it by the editor of the series, Dr. Ellwood P. Cubberley, and should indeed do much to improve the concepts and the functioning of teachers in their relationship to pupils and the school.

The Movies Appraised

MOTION PICTURES AND YOUTH: A Summary; Getting Ideas From the Movies. By W. W. Charters, Director, Bureau of Educational Research, Ohio State University. New York: The Macmillan Company.

Millions of children attend movie performances just as often as they can persuade their parents to let them do so. And in average families this is once a week or oftener. Since an immense variety of situations are presented to these juvenile spectators, and introduce facts, ideas and ideals both true and false, the films must possess great educational importance. A somewhat thorough survey of the effects of motion pictures upon the children and youths has long been awaited. The series now presented represents a serious attempt to ascertain by scientific means the answers to the questions which have naturally arisen in the minds of parents and teachers. The influence of the movies is found to be exceedingly potent in many ways, details of which are reported in this and other volumes of the series.

In the Summary, comprising part of this particular volume, a worthwhile suggestion is urged—namely, the development of films distinctly for children. An appeal is made to movie producers who may be fond of children, to undertake experimentation in this field, with a view to finding out what children like that would be good for them to see. Comparison is made with the action of publishers in issuing books expressly for children. Will not child-loving producers of motion pictures do the same?

Glimpses of France

ONCLE HENRI CHEZ LES FRANCAIS. By Edward Manley and Jeanne Brochery, Faulkner School for Girls, Chicago. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This is a neat little book designed to make the intermediate or advanced student of French better acquainted with the land and people of France. The subject matter is in dialogue form, and thus helps to develop a conversational style in the learner. The volume is complete with maps, pictures, exercises and vocabulary and is well adapted to rapid reading and to awakening interest in many phases of French life and institutions.

The Nation's Charter

THE CONSTITUTION. By Frank A. Magruder, Ph. D., Oregon State College, and Guy Shirk Claire, Ph. D., University of Oregon. New York and London: Magraw-Hill Book Company, Inc.

For teachers who teach the Constitution of the United States and for citizens who desire to understand its meaning more clearly, this book has peculiar value. Many a legal battle has been waged over the meaning of this or that clause, phrase or word in the Constitution, and in all instances the Supreme Court has had the final voice in deciding what the Constitution means. The most important of these judicial rulings have been collected into this significant volume. No American will come away from reading or referring to this book without feeling a sort of awe for the document which the fathers laid down as the foundation for civil liberties in a federation of states. In the hands of five or six generations of jurists, the Constitution has proved adaptable to numberless unforeseen conditions; in the main its intention was unmistakable and its machinery has operated as its makers might have hoped.

Word Backgrounds

PICTURESQUE WORD ORIGINS. With forty-five illustrative drawings. Springfield, Massachusetts: G. & C. Merriam Company.

"Picturesque Word Origins" is a fascinating series of revelations of what are to most people unknown facts. How immeasurably more a word means when one has traced its history to some early day, perhaps some bygone custom the very memory of which has almost passed away.

The words depicted in this book—many of them accompanied with pointed illustrations—are only a few of the vast numbers which could have been collected from the great dictionary issued through so many years and revisions and editions by the House of Merriam. But the volume in hand should serve to introduce many children and adults to an exciting and diverting pastime, sure to enrich their command of language and their relish for the precise word.

Readings for Character

BIBLE READINGS IN CHARACTER AND CITIZENSHIP. Compiled by A. L. Morgan, Principal, Dick Dowling Junior High School, Beaumont, Texas. Nashville, Tennessee: The Cokesbury Press.

Principals and teachers whose privilege and duty it is to conduct Scripture readings in classrooms or assembly hall should be interested in the advent of this book. For it consists of nearly two hundred selected character themes, each introduced with a pointed anecdote from modern or ancient lore and reinforced with a passage from the Bible. This two-fold presentation of a moral or spiritual lesson should contribute to the effectiveness of devotional exercises designed for improvement of character and citizenship but sometimes more perfunctory than they should be.

The publishers affirm their belief that this is the first book of its kind to be compiled and put into print. Its author is a principal of a junior high school with many years' experience in discovering what interests pupils at an age which knows better than any other just when it is interested and when it is bored. This book seems likely to meet the needs of junior high school grades and higher grades as well.

Problem Box

(Continued from Page 475)

the school in any way he becomes a public nuisance, and must conform to the standards.

World Citizenry

QUESTION.—I am not a superintendent, nor a principal, but just a teacher of history in a high school. I have been calling myself an internationalist. My superintendents object to the use of the term. I feel very keenly that history teaching should keep pace with the times. Should I drop the term?

Answer.—Surely, if the term internationalist is distasteful to your superintendent, you should not offend your chief; in fact, the term came into some disrepute some time ago in connection with a movement to throw down national lines and to scrap the flags of the countries. You are not that kind of an internationalist. But a new definition is growing up and gaining ground.

You might call yourself a "world citizen," which I like even better than internationalist. The word is not yet understood, but there is a growing sense of a "world culture" which in no wise militates against a true patriotism and does not make one a cosmopolite in the sense of one without a country except the world.

There is no conflict of loyalties. Your first allegiance is to your own country. You do not intend to espouse the cause of other countries before your own, but you do intend to give them a square deal and treat them in the spirit of fairness and try to make our own country a good neighbor in the world community.

"World citizen" should not be distasteful to any when it is known that it refers to a condition and not to a sentiment, unless it is a sentiment for all humanity and justice, comprehension and co-operation.

We are living in an internationalized world.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and service for schools.

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2205 S. Lamar St., Dallas, Texas

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Jobbers

Barnes & Noble, Inc., New York

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

E. P. Dutton and Co., New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc., New York

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

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Keystone View Co., Meadville, Pa.

Library Equipment

GAYLORD BROS., INC.
Stockton, Calif., Syracuse, N. Y.
Furniture and Supplies
For the School Library

Music

C. C. BIRCHARD & CO., Boston
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M. Witmark & Sons, New York

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Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

Projectors

Society for Visual Education, Inc.
327 South LaSalle, Chicago, Ill.

School Architects

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ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

School Photography

Wilson-Way School Photography
Cambridge, Mass.

Statuary

P. P. Caproni & Bros., Boston

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.